2018-2019 Principal Preparation Grant Program

Texas Education Agency

Application Due 5:00 p.m. CT, March 13, 2018

NOGA ID

Application stamp-in date and time

Three copies of the application are required to be submitted. **One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement.** All three copies must be received no later than the above-listed application due date and time at this address:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Grant Information

Grant Period 04/13/2018 to 06/30/2019

Program Authority P.L. 114-95, ESSA, Title II, Part A

[ ] Pre-award costs are permitted.

[X] Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

The following four attachments, listed in the program guidelines:

1. IHE/EPP scope and sequence
2. IHE/EPP instructional coaching protocols
3. IHE/EPP course syllabus
4. IHE/EPP evaluation process and metrics

Applicant Information

Name El Paso Leadership Academy

CDN or Vendor ID 071-810   **ESC #** 19   **Campus #**   **DUNS #** 016270769

Address 1918 Texas Ave   **City** El Paso   **ZIP** 79901   **Phone** 915-298-3900

Primary Contact Emily Levario   **Email** elevario@epleadershipacademy.org

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Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

[X] Grant application, guidelines, and instructions

[X] General Provisions and Assurances and any application-specific provisions and assurances

[X] Debarment and Suspension Certification

[X] Lobbying Certification

Authorized Official Name/Title Victor Omar Yanar/Sup.   **Signature** _(signed)_   **Date** 3/2/18

Grant Writer Name N/A   **Signature** _(signed)_   **Date**

[ ] Grant writer is an employee of the applicant organization.

[ ] Grant writer is not an employee of the applicant organization.

701-18-105-064

RFA # 701-18-105   **SAS #** 276-18

Shared Services Arrangements

X Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

☐ The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

☐ SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
The overall years of experience that principals at the Charter have is 14.5 years less than the State's average of 19.5.	The Charter will collaborate with an EPP to provide a Principal Preparation Program to existing staff. To ensure the program that is given is high-quality, the EPP chosen must have a proven track record and provide authentic campus-based leadership experiences.
Funds are needed to address the gap in student/staff demographics. The Charter has 93.4% minority students and only 55.6% minority staff.	The Charter will collaborate with an EPP to provide a Principal Preparation Program to an instructional staff member that mirrors the student population in an effort to address the demographic gap seen between students and staff.
The average years of experience a principal has with the Charter is 1 year. This is extremely low when compared to the State's average of 12.2 years.	The Charter will partner with an EPP to provide an instructional staff member the opportunity to become a principal. The Charter believes that that this will assist individual in having loyalty towards the Charter; thus, increasing the years of experience the principal has.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

In preparation for the submission of the grant, the Charter analyzed their needs by utilizing information garnered from the 2016–2017 TAPR. This data was utilized to create a SMART goal. The Charter broke down each category in the SMART goal in the following way: SPECIFIC: To increase the number of campus leaders by providing principal residencies. MEASURABLE: The Charter will screen 85% of their personnel to ensure they produce the strongest campus leader possible. ACHIEVABLE: It is achievable when considering the Charter will only target 4.8% of the total number of Charter personnel. RELEVANT: The goal is relevant because the principal's average years of experience is 14.5 years less than the State's average. TIMELY: By continuously monitoring the benchmarks and goal in comparison to the timeline, the Charter ensures they will be able to reach their goal in a timely manner.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

El Paso Leadership Academy has created three (3) separate benchmarks that will be utilized to ensure the Charter is meeting the process and implementation goals defined for the Principal Preparation Grant. The first benchmark will consist of the following six (6) activities: Determining the demographic information of personnel; Ensuring there is at least one (1) instructional staff member that applies for the principal residency; Tracking the courses taken, conferences attended, and the number of partnering organizations;
• Selecting at least one (1) instructional staff member that mirrors the student demographic;
• Selecting at least one (1) current principal/school leader to serve as a mentor; and
• Conducting performance evaluation data on the instructional staff member. These include: observations, surveys, and coaching notes.

Measurable Progress (Cont.)

Second-Quarter Benchmark:

The second benchmark has multiple activities to it as well. These activities are described below:
• Provide a principal residency program that is at least one-year in length (Assurance 1);
• Have the instructional staff member complete the program within a timely manner;
• Have the instructional staff member receive a minimum test score of 240 on their principal certification test; and
• Have the partnering EPP provide the Charter with a description of the authentic leadership opportunities that are being provided to the participating staff.

Third-Quarter Benchmark:

The third benchmark will be utilized to measure the progress of the program. The benchmark will be split into five (5) activities, which include:
• Maintaining post residency placement information for the instructional staff member;
• Maintaining a satisfactory rate of 100% with the partnering EPP and mentor principal/school leader;
• Having the instructional staff member receive their principal certification; and
• Ensuring the participating instructional staff member, mentor principal, and an EPP representative will be present at TEA Principal Preparation Summer Institute.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Describe how you will use project evaluation data to determine when and how to modify your program.

Throughout the term of the grant, stakeholders will meet at least quarterly to review project evaluation data. The stakeholders will be provided a quarterly progress report, which will be prepared by the mentor principal/school leader. The reports will help them to determine the status of the following: If benchmark one, two, and three of the grant are showing progress; If the summative SMART goals are showing progress; What the strengths and weaknesses of the program are; and The level of grant compliance the Charter is in. Based on this data, the stakeholders will be able to determine when and how to modify the program, if deemed necessary.

If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

As seen above, the evaluation processes should be able to determine if the benchmarks or summative SMART goals are not showing progress. If the Charter is not meeting their goals based on this evaluation data, El Paso Leadership Academy will take into consideration the recommendations of stakeholders and training providers to determine the best way to modify the program. This method will ensure sustainability, as well as, long-term support towards the program.

Statutory/Program Requirements

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

As per 2016-2017 TAPR report, the Charter enrollment is at 245 and falls under the 500-student enrollment which enables the district to receive the 10 additional priority points. With the Charter being so small, it is very difficult to employ qualified principals. Therefore, during the grant funding period El Paso Leadership Academy will provide participating staff members with on-going support from an effective mentor principal/school leader who will ensure the staff member is exposed to substantial leadership opportunities (Assurance 4).

The mentor/school leader, in collaboration with the partnering EPP, and Charter, assure that the recruited participants will be provided with:

• Rigorous clinical learning in an authentic school setting (i.e. on the campus);
• Substantial leadership responsibility (i.e. the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning and will take part in curriculum, student behavior, budget, and campus facility decision-making.);
• The skills necessary to facilitate stakeholders' efforts to build a collaborative team within the school. Thus, improving instructional practice, student achievement, and the school culture (i.e. tuition and fees plus book that are needed to take the EPP courses); and
• The skills necessary to produce effective professional development. (Program Requirement 1)

Moreover, to ensure the participating individual, the mentor principal/school leader, and an EPP representative are all on the same page and properly trained, they will attend a conference held by TEA. This conference, Principal Preparation Summer Institute, will be held on or around June 6-8, 2018. (ESC Principal Institute and TEA Summer Institute Assurance 5).

Statutory/Program Requirements (Cont.)

2. The LEA must ensure that there is a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. Plan for consideration of the following in LEA recruitment and selection strategy: degree to which the diversity of the residents mirrors that of the student population.

El Paso Leadership Academy will develop a systematic and informed targeted recruitment and selection process to ensure the most qualified and deserving staff member is selected to participate in the principal residency (Program Requirement 2). The recruitment and selection process will be based off the following criteria:

• If the applicant already has a principal certification in the state of Texas (Assurance 3);
• How well the applicant's campus students have performed academically (student's state exams, student's report cards, benchmarks, etc.);
• How strong the applicant's interpersonal leadership is;
• The applicant's mindset on the importance of growing the number of certified principals; and
• How the applicant mirrors the student population.

El Paso Leadership Academy will work collaboratively with Region 19 Education Service Center (ESC) to affirm equitable access to all Charter personnel that wish to participate in the program, while, still emphasizing a need to recruit a diversity of participants that mirror the student population. This recruitment process will ensure high-quality individuals are selected, as well as, ensure quality in the future principal pool.

3. The LEA must provide the name of the institution of higher education (IHE) or educator preparation program (EPP) providing principal preparation; the IHE's or EPP's scope and sequence that includes topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development; and the IHE's or EPP's required reading and textbooks.

Prior to submitting the Principal Preparation Grant, El Paso Leadership Academy contacted Region 19 Education Service Center (ESC) multiple times. During these discussions with Region 19 ESC, the Charter requested the following items for the Principal Preparation Grant: Scope and sequence; Topics that will be discussed; and Reading/textbooks that will be required (Program Requirement 3). These items are discussed extensively within the document attached to the grant labeled "Appendix A".

Additionally, these discussions also included some of the items that participants will be provided. These include but are not limited to: In-person and on-site coaching and evaluation with a minimum of three visits per year; Evidence-based coursework; Opportunities to practice and be evaluated in a school setting; and Once complete, a principal certification (Assurance 2).

Statutory/Program Requirements (Cont.)

4. The LEA must provide the IHE's or EPP's candidate evaluation process and metrics; IHE's or EPP's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocol the IHE or EPP uses to conduct feedback sessions.

As referenced above, El Paso Leadership Academy communicated with Region 19 ESC extensively in preparation for the grant. During these discussions with Lamar University, El Paso Leadership Academy requested the following items for the Principal Preparation Grant: Instructional coaching protocols that will be utilized; Tools used to identify the highest leverage action steps for the principal resident; and The Protocol that Lamar University uses to conduct feedback sessions (Program Requirement 4). These items are elaborated on within the document attached to the grant labeled "Appendix A".

Statutory/Program Assurances

☒ The LEA must assure that the principal preparation residency is at least one year in length.

☒ The LEA must assure that partner IHE/EPP provides residents with certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and in-person and on-site coaching and evaluation with a minimum of three visits per year.

☒ The LEA must assure that residents do not hold a principal certification in the state of Texas.

☒ The LEA must assure that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The LEA must assure that all participating residents, mentor principals, and an EPP representative managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute on or around June 6-8, 2018.

Total number of principal residents to be served (maximum 10 per LEA) 3   CDN or Vendor ID 071-810

Request for Grant Funds

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

	Description of Activity or Cost	Amount Budgeted
1.	Professional development/curriculum for resident	4,600
2.	Substitute costs for resident teacher	720
3.	Stipend or salary for resident	1,350
4.	Stipend for principal mentor	1,000
5.	Certification exam costs for resident	430
6.	Travel for resident to EPP training or coaching purposes	2,400
7.	Supplies needed to complete coursework	1,300
8.	Technical Assistance Consultant Provider	631
9.	Indirect Cost	569
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	Total grant award requested	13,000

APPENDIX A

SCOPE AND SEQUENCE

SCOPE OF COURSE

Competency 004: The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

    A. Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction.

    B. Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors).

    C. Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement.

    D. Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap.

    E. Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions.

SEQUENCE IN WHICH INSTRUCTIONAL COURSES WILL BE PROVIDED

Course Topics and Objectives

Week 1

- Reflect and discuss the meaning of instructional leadership.
- Identify and describe the qualities needed for instructional leadership and the school leader
- Identify and describe the concepts of 'best practice' and 'indicators of achievement.'

Week 2

- Observe and evaluate assessment practices used by teachers in the classroom.
- Identify, describe and discuss the relationships between curriculum, instruction & assessment (CIA) in the development of instruction.
- Recognize the value of grading as a tool for feedback and an ongoing check of student progress.
- Recognize the relationship between essential understandings and assessment.
- Identify and describe the purposes, users and uses of assessment in the classroom.
- Differentiate among diagnostic, formative and summative evaluation.
- Summarize research-based best practices in assessment.
- Discuss the value of formative assessment practices.
- Identify key questions to ask teachers and students to determine whether assessment process meets best practice standards.
- Review a series of indicators of achievement in assessment.
- Describe the factors in determining an appropriate assessment method.
- Describe how to use the process of triangulation to look for evidence of student progress over time.

- Develop probing questions about assessment that will create dialogue and facilitate self-reflection for a teacher.

Week 3

- Identify & describe a variety of best practice strategies for classroom instruction
- Identify & describe how research supports a best practice strategy
- Identify & describe general principles for using a best practice strategy effectively
- Reflect on strategies that target specific subjects, grade levels and demographic groups
- Observe and evaluate instructional practices used by teachers in the classroom
- Review a series of indicators of achievement in instruction
- Discuss the components of good teaching and the idea of 'teaching to the test'.
- Identify & describe key concepts in helping to move to the "backward design" process
- Develop probing questions about instructional practices that will create dialog and facilitate self-reflection for a teacher.

Week 4

- Observe and evaluate instructional practices used by teachers in the classroom
- Recognize differentiation as a form of best practice in instruction
- Identify and describe characteristics and examples of differentiation in instruction
- Identify and describe instructional practices that do not represent differentiation in instruction
- Identify and describe how a teacher can incorporate differentiation into the flow of instruction
- Develop and discuss a definition of differentiation that will help all groups of students achieve success in school
- Develop probing questions about differentiation that will create dialogue and facilitate self-reflection for a teacher.

Week 5

- Observe and evaluate technology integration practices used by teachers in the classroom
- Recognize, review and discuss the definitions of technology and educational technology
- Identify and describe key ideas in improving strategies for applying technology in the classroom
- Identify and describe key information about integrating technology for active student learning
- Recognize and discuss the value of using technology standards for integrating technology into instruction
- Recognize and discuss the value of educational software
- Identify and describe ways to preview educational software
- Identify and describe ways to incorporate Internet use in the classroom
- Develop probing questions about technology integration that will create dialogue and facilitate self-reflection for a teacher.

Week 6

- Observe and evaluate instructional practices that focus on student achievement used by teachers in the classroom
- Identify and describe the curriculum standards and implementation resources
- Recognize and discuss the value of using standards for student achievement
- Identify, describe and reflect on the characteristics of active learning and student participation
- Identify and describe research-based best practices for organizing academic activities.
- Identify and describe research-based best practices for student engagement in learning.
- Identify and describe instructional strategies to promote higher order thinking skills, problem solving, critical thinking and problem based learning
- Develop probing questions about student achievement that will create dialogue and facilitate self-reflection for a teacher.

Week 7

- Identify strengths and weakness in teaching staff
- Facilitate professional growth opportunities leading to student achievement

Week 8

- Discuss the primary responsibility of a school principal
- Identify correlations between this module's competency and other principal competencies
- Investigate the conditions for achieving a successful campus vision
- Review a series of indicators of achievement in classroom management
- Discuss management of human and material resources in the school
- Identify programs, program requirements and resources to help meet students' diverse needs.

Classroom Assignments

WEEK 1 TOPIC 1: What Is Instructional Leadership?

Before we continue, please share your ideas about instructional leadership. Make a *Reply* on the *Conference* board to share your thoughts about this focus question:

- What is instructional leadership?

Respond to the messages of two other members of your cohort.

WEEK 2 TOPIC 1: Teachers & CIA

Based on what you've just read, think about most teachers you work with (or yourself when you were teaching). Make a *Reply* on the *Conference* board to share your thoughts about these focus questions:

- What is the typical practice in the development of instruction and assessment?
- How do most teachers determine what instruction will be given and what assessment will be used?

Respond to the messages of two other members of your cohort.

WEEK 2 TOPIC 2: Grading Discussion

Review the web article (pdf) about grading. This controversial article is meant to prompt discussion and thought. Make a *Reply* on the *Conference board* to share your thoughts in response to these focus questions:

- What are your thoughts on grading?
- Do you agree with any of the points made?
- How do grades help/hurt students?

Respond to the messages of two other members of your cohort.

WEEK 2 TOPIC 3: Assessments

Based on your reading and your professional experiences, share your thoughts and opinions about assessment. In a *Reply* on the *Conference board*, discuss these focus questions:

- What are the main purposes for assessment and how are they used?
- Who uses them?

Respond to the messages of two other members of your cohort.

WEEK 2 TOPIC 4: Assessment in Classrooms

Take some time to reflect on these questions. In a *Reply* on the *Conference* board, share your opinions with the group based on your experience in observing teacher classrooms.

- What could a teacher say, do or show to let you know they were using effective formative assessment practices?
- In your best estimate, what percentage of assessment at your school is formative? What should it be?

Respond to the messages of two other members of your cohort.

WEEK 2 TASK 1: Probing Question from Classroom Observation - Note that this is not a *Conference* board discussion.

Review your notes from the classes that you observed. You may need to visit with teachers again in order to dig deeper into what you observed.

Select one of the classes for which you think a probing question could be asked. Type the probing question at the bottom of the worksheet for the class you have selected. Submit your observation worksheets for each class to your facilitator using the Assignment feature

Your probing question needs to create dialog and facilitate self-reflection for the teacher. It is not intended as a "gotcha!" Remember to start by stating what you saw in the classroom, and then pose your question.

WEEK 3 TASK 1: Chapter Summaries - Note that this is not a *Conference* board discussion.

Prepare an electronic presentation document on the "best practice" strategies outlined in your chapter. Be creative. Your file could be a web page (.htm), a Word document, an outline in Word, a Powerpoint presentation, an Inspiration diagram (.jpg), or another electronic method for conveying the information (sorry, no pdf's). By the end of your presentation, the other participants should be able to describe:

- How research supports this strategy
- General principles for using this strategy effectively
- Variations on the strategy

I will send you a file with all the presentations at the end of the week.

WEEK 3 TOPIC 1: Teaching to the Test

There are times when the focus on high stakes testing causes accusations of *"teaching to the test."* What does this statement bring to mind? In a *Reply* on the *Conference* board, share your thoughts with the group about teaching to the test.

Respond to the messages of two other members of your cohort.

<u>**WEEK 3 TOPIC 2: Good Teaching**</u>

Based on what you've learned so far, make a *Reply* on the *Conference* board to share your thoughts about these focus questions:

- How do these points fit in with what you read in **Understanding by Design**?
- How do these points fit in with our discussion on assessment?

Respond to the messages of two other members of your cohort.

<u>**WEEK 3 TASK 2: Probing Question from Classroom Observation**</u> - Note that this is <u>not</u> a *Conference* board discussion.

Review your notes from the classes that you observed. What was your overall impression of instruction as you were visiting classrooms? Do you feel that you still don't have enough information to make a determination? You may need to visit with the teacher again in order to dig deeper into what you observed.

Select one of the classes for which you think a probing question could be asked. Type the probing question at the bottom of the worksheet for the class you have selected. Submit your observation worksheets for each class to your facilitator using the Assignment feature.

Your probing question needs to create dialog and facilitate self-reflection for the teacher. It is not intended as a "gotcha!" Remember to start by stating what you saw in the classroom, and then pose your question.

<u>**WEEK 4 TOPIC 1: Definition of Differentiation**</u>

In a *Reply* to the appropriate topic on the *Conference* board, share your definition of differentiation with the group. As you respond to one another's definitions, include personal experiences or examples of classrooms you have visited.

Respond to the messages of two other members of your cohort.

<u>**WEEK 4 TOPIC 2: Differentiation for Instruction**</u>

Based on the information presented and your prior knowledge, make a *Reply* on the *Conference* board with your responses to these focus questions:

- What groups of students on your campus are in need of differentiated instruction?
- What aspects of differentiation will be most important to student success?

Respond to the messages of two other members of your cohort.

<u>**WEEK 4 TASK 1: Probing Question from Classroom Observation**</u> - Note that this is <u>not</u> a *Conference* board discussion.

Devise a Probing Question. Review your notes from the classes that you observed. You may need to visit with teachers again in order to dig deeper into what you observed.

Select one of the classes for which you think a probing question could be asked. Type the probing question at the bottom of the worksheet for the class you have selected. Submit your observation worksheets for each class to your facilitator using the Assignment feature.

Your probing question needs to create dialog and facilitate self-reflection for the teacher. It is not intended as a "gotcha!" Remember to start by stating what you saw in the classroom, and then pose your question.

WEEK 5 TOPIC 1: Definition of Technology and Ed. Tech

In a *Reply* on the *Conference* board, share your responses with the group to these focus questions:

- How would you define technology?
- How would you define educational technology?

As you respond to one another's definitions, include personal experiences or examples of classrooms you have visited. Respond to the messages of two other members of your cohort.

WEEK 5 TOPIC 2: Software Availability

In a *Reply* on the *Conference* board, share your responses with the group to this focus question:

- What software is available to teachers and students on your campus?

Respond to the messages of two other members of your cohort.

WEEK 5 TOPIC 3: Internet Use in the Classroom

In a *Reply* on the *Conference* board, share your responses with the group to this focus question:

- What are some of the major benefits and concerns with Internet use in the classroom?

Respond to the messages of two other members of your cohort.

WEEK 5 TASK 1: Probing Question from Classroom Observation - Note that this is not a *Conference* discussion.

Review your notes from the classes that you observed. You may need to visit with teachers again in order to dig deeper into what you observed.

Select one of the classes for which you think a probing question could be asked. Type the probing question at the bottom of the worksheet for the class you have selected. Submit your observation worksheets for each class to your facilitator using the Assignments feature.

Remember. Your probing question needs to create dialogue and facilitate self-reflection for the teacher. It is not intended as a "gotcha!" Remember to start by stating what you saw in the classroom, and then pose your question.

WEEK 6 TOPIC 1: Using Standards For Student Achievement

In a *Reply* on the *Conference* board, share your responses with the group to these focus questions:

- Given our earlier discussions of student assessment and instruction, how do you use information from the TEKS to determine student achievement?
- How do your teachers use this information?

Respond to the messages of two other members of your cohort.

WEEK 6 TOPIC 2: Formative Assessment in the Classroom

In a *Reply* on the *Conference* board, share your responses with the group to these focus questions:

- What types of formative assessment did you observe in classrooms?
- How are teachers using formative assessment to guide instruction and differentiation?

Respond to the messages of two other members of your cohort.

WEEK 6 TASK 1: Probing Question from Classroom Observation - Note that this is not a *Conference* discussion.

Review your notes from the classes that you observed. You may need to visit with teachers again in order to dig deeper into what you observed.

Select one of the classes for which you think a probing question could be asked. Type the probing question at the bottom of the worksheet for the class you have selected. Submit your observation worksheets for each class to your facilitator using the Assignment feature.

Your probing question needs to create dialogue and facilitate self-reflection for the teacher. It is not intended as a "gotcha!" Remember to start by stating what you saw in the classroom, and then pose your question.

WEEK 7 TOPIC 1: Effective Teacher Discussion

In a *Reply* on the *Conference* board, share your responses with the group to these focus topics:

- Think about a teacher on your campus that positively impacts student achievement. Describe that teacher and how you know he/she is effective in the classroom.

Respond to the messages of two other members of your cohort.

WEEK 7 TOPIC 2: Observation Discussion

In a *Reply* on the *Conference* board, share your responses with the group to these focus topics:

- Were you able to effectively observe for:
  - Alignment with standards?
  - Active student participation?
  - Higher-order thinking skills and rich, complex ideas?
  - Reading and writing in all subjects?
  - Complex problem-solving?
  - Formative assessment and feedback?
- Were you able to see a connection between the standards, assessment, and instruction?

Respond to the messages of two other members of your cohort.

WEEK 7 TASK 1: Probing Question from Classroom Observation - Note that this is not a *Conference* discussion.

Review your notes from the classes that you observed. You may need to visit with the teacher again in order to dig deeper into what you observed. Submit your probing question to your facilitator using the Assignment feature.

Select one of the classes for which you think a probing question could be asked. Type the probing question at the bottom of the worksheet for the class you have selected. Submit your observation worksheets for each class to your facilitator using the Assignment feature.

Your probing question needs to create dialog and facilitate self-reflection for the teacher. It is not intended as a "gotcha!" Remember to start by stating what you saw in the classroom, and then pose your question.

WEEK 7 TOPIC 3: Staff Development Discussion

In a *Reply* on the *Conference* board, share your responses with the group to these focus questions:

- How will your observations and discussions with teachers impact your decisions regarding staff development?
- What other methods might help you in determining appropriate staff development?

Respond to the messages of two other members in your cohort.

WEEK 8 TOPIC 1: Primary Responsibility of the Principal

In a *Reply* on the *Conference* board, share your responses with the group to these focus questions:

- What do you see as a primary responsibility of a school principal?
- How would you spend a majority of your time?

Respond to the messages of two other members of your cohort.

WEEK 8 TOPIC 2: Campus Vision

In a *Reply* on the *Conference* board, share your response with the group to this focus question:

- How will you help others buy into and embrace the vision of your school?

Respond to the messages of two other members of your cohort.

WEEK 8 TOPIC 3: Discipline and Classroom Management

In a *Reply* on the *Conference* board, share your response with the group to this focus question:

- As an instructional leader, how will you use walkthroughs and other opportunities with teachers and students to focus on classroom management strategies and provide guidance when needed?

Respond to the messages of two other members of your cohort.

WEEK 8 TASK 1: PD Planner

Reflecting on the Instruction Module and the data available for your school, what professional development needs to occur for your campus? Complete your ongoing Professional Development Planner and upload to the Assignments Feature.

COURSE SYLLABUS

Principal Alternative Certification Academy (PACA)
Region XIX – El Paso, Texas
There is a module exam at the end of each module that must be passed with a 70 or better.

Module 1 – Instructional Leadership and Management

- **Week 1:** Reflect and discuss the meaning of instructional leadership.
- Identify and describe the qualities needed for instructional leadership and the school leader.
- Identify and describe the concepts of 'best practice' and 'indicators of achievement.'

- **Week 2:** Observe and evaluate assessment practices used by teachers in the classroom.
- Identify, describe and discuss the relationships between curriculum, instruction & assessment (CIA) in the development of instruction.
- Recognize the value of grading as a tool for feedback and an ongoing check of student progress.
- Recognize the relationship between essential understandings and assessment.
- Identify and describe the purposes, users and uses of assessment in the classroom.
- Differentiate among diagnostic, formative and summative evaluation.
- Summarize research-based best practices in assessment.
- Discuss the value of formative assessment practices.
- Identify key questions to ask teachers and students to determine whether the assessment process meets best practice standards.
- Review a series of indicators of achievement in assessment.
- Describe the factors in determining an appropriate assessment method.
- Describe how to use the process of triangulation to look for evidence of student progress over time.
- Develop probing questions about assessment that will create dialogue and facilitate self-reflection for a teacher.

- **Week 3:** Identify & describe a variety of best practice strategies for classroom instruction.
- Identify & describe how research supports a best practice strategy.
- Identify & describe general principles for using a best practice strategy effectively.
- Reflect on strategies that target specific subjects, grade levels and demographic groups.
- Observe and evaluate instructional practices used by teachers in the classroom.
- Review a series of indicators of achievement in instruction.
- Discuss the components of good teaching and the idea of 'teaching to the test.'
- Identify & describe key concepts in helping to move to the "backward design" process.
- Develop probing questions about instructional practices that will create dialog and facilitate self-reflection for a teacher.

- **Week 4:** Observe and evaluate instructional practices used by teachers in the classroom.
- Recognize differentiation as a form of best practice in instruction.
- Identify and describe characteristics and examples of differentiation in instruction.
- Identify and describe instructional practices that do not represent differentiation in instruction.
- Identify and describe how a teacher can incorporate differentiation into the flow of instruction.
- Develop and discuss a definition of differentiation that will help all groups of students achieve success in school.
- Develop probing questions about differentiation that will create dialogue and facilitate self-reflection for a teacher.

- **Week 5:** Observe and evaluate technology integration practices used by teachers in the classroom.
- Recognize, review and discuss the definitions of technology and educational technology.
- Identify and describe key ideas in improving strategies for applying technology in the classroom.
- Identify and describe key information about integrating technology for active student learning.
- Recognize and discuss the value of using technology standards for integrating technology into instruction.
- Recognize and discuss the value of educational software.
- Identify and describe ways to preview educational software.
- Identify and describe ways to incorporate Internet use in the classroom.
- Develop probing questions about technology integration that will create dialogue and facilitate self-reflection for a teacher.

- **Week 6:** Observe and evaluate instructional practices that focus on student achievement used by teachers in the classroom.
- Identify and describe the curriculum standards and implementation resources.
- Recognize and discuss the value of using standards for student achievement.
- Identify, describe and reflect on the characteristics of active learning and student participation.
- Identify and describe research-based best practices for organizing academic activities.
- Identify and describe research-based best practices for student engagement in learning.
- Identify and describe instructional strategies to promote higher order thinking skills, problem solving, critical thinking and problem based learning.
- Develop probing questions about student achievement that will create dialogue and facilitate self-reflection for a teacher.

- **Week 7:** Identify strengths and weaknesses in teaching staff
- Facilitate professional growth opportunities leading to student achievement

- **Week 8:** Discuss the primary responsibility of a school principal
- Identify correlations between this module's competency and other principal competencies
- Investigate the conditions for achieving a successful campus vision
- Review a series of indicators of achievement in classroom management
- Discuss management of human and material resources in the school
- Identify programs, program requirements and resources to help meet students' diverse needs.

Module 2 – Curriculum Leadership

- **Week 1:** Define curriculum and its purpose.
- Examine the connection between state standards and district curriculum.
- Reflect and discuss the difference between the written, taught, learned, and tested curriculum.
- Identify and describe the qualities needed for instructional leadership in the area of curriculum design.

- **Week 2:** Explore the purpose for curriculum
- Differentiate between types of process standards
- Develop a structure for helping teachers understand process standards

- **Week 3:** Review current curriculum documents used in your school
- Examine the process used in your district for adding clarity to the state standards
- Investigate a single content area strand

- Determine the effect of gaps in the curriculum

- **Week 4 and 5:** Examine your district curriculum and the process your district uses for making the standards more manageable for instruction
- Understand the importance of various standards
- Describe the structure of a prioritized curriculum
- Identify whether an example curriculum meets the standards of a prioritized curriculum
- Describe the supporting structures that must be in place for a prioritized curriculum to be effective
- Identify factors considered in prioritizing curriculum
- Demonstrate how to create essential questions, given sets of standards

- **Week 6:** Identify the steps in effectively monitoring the curriculum
- Identify types of evidence that indicate whether curriculum is being taught as planned
- Given samples of teacher and student work, identify whether they are effectively and efficiently following the curriculum
- Demonstrate how to organize curriculum monitoring

- **Week 7:** Explore the different kinds of data which will inform your decision making about curriculum
- Develop a process for analyzing and understanding state data
- Prepare you with the tools for understanding state reports

- **Week 8:** Identify the types of courses and content for which students are held accountable
- Identify the differences between foundation and enrichment subjects
- Understand how the learning standards are attached to courses
- Discuss the role of extra and co-curricular programs in the learning environment
- Explore ways that co-curricular and extra curricular subjects add value to the school environment
- Describe a process for implementing a new course.

Module 3 – Professional Development and Human Resources Leadership

- **Week 1:** Be aware of resources for recruiting teacher applicants
- Develop a system for interviewing and selecting staff members
- Understand the legal aspects of teacher selection

- **Week 2:** Understand the different needs of first year teachers
- Develop ideas for working with first year teachers
- Develop a plan of action for assessing teachers' classroom performances
- Develop ideas for providing feedback to teachers
- Learn how, why, and when to document teachers
- Learn the legal criteria for non-renewing teachers

- **Week 3:** Understand the administrator's role in creating a school climate
- Develop tools for establishing and maintaining a positive school climate

- **Week 4:** Understand the National Staff Development Council (NSDC) context, process, and content standards and how the effective application of these standards influences the design of professional development

- Understand adult learning principles and how they apply to effective professional development design
- Understand adult motivation theory and how it applies to effective professional development design

- **Week 5:** Recognize the resources needed, including time, to adequately support quality professional development initiatives
- Broaden your understanding of effective professional development strategies
- Identify & describe the five models of staff development
- Appreciate the concept of the principal as lead learner

- **Week 6:** Recognize & describe the elements of evaluation designs that link teacher learning to student achievement
- Recognize & describe the design and function of a school Professional Development Team, and
- Design a comprehensive campus professional development plan that aligns professional development with the campus improvement plan and adequately addresses staff learning needs

Module 4 – Leading Through School Culture

- **Week 1:** Develop an understanding of the concept of culture
- Begin to understand the importance of a positive school culture and the role of the principal in the development and maintenance of a school campus culture
- Understand the concepts of mission and vision
- Develop a campus mission and vision
- Understand the relationship between campus mission and vision and campus culture

- **Week 2:** Understand beliefs, values, and norms- cultural foundations;
- Understand the role of the principal in setting high expectations for learning;
- Understand the role of the principal in providing intellectual stimulation;
- Understand the role of the principal in supporting innovation and risk-taking;
- Understand the role of the principal in responding to the diverse needs of the school community

- **Week 3:** Learn and apply strategies to develop a school culture that values collaboration
- Learn and apply strategies to develop a school culture that fosters collegial relationships
- Learn and apply strategies to integrate parents and community into the school culture

- **Week 4:** Learn & apply strategies to collaboratively develop the campus improvement plan
- Learn & apply strategies to utilize various types of data in the development and modification of the campus improvement plan
- Learn & apply strategies to implement the campus improvement plan
- Learn & apply strategies to align financial, human, and material resources to support the campus improvement plan

- **Week 5:** Learn & apply strategies to celebrate school successes
- Learn & apply strategies to identify and foster rituals to reinforce school beliefs and norms
- Learn & apply strategies to identify and communicate traditions of the school which have helped form the fabric of the school culture

- **Week 6:** Learn & apply strategies to identify and tell stories which communicate important cultural foundations
- Learn & apply strategies to identify and use symbols to communicate important cultural foundations
- Learn & apply strategies to transform negative, toxic cultures

Module 5 – Professional Ethics

- **Week 1:** Develop and/or clarify your personal ethics.
- Help you recognize the relationship between personal and professional ethics.
- Develop and/or clarify your personal ethics.
- Help you recognize the relationship between personal and professional ethics.

- **Week 2:** Recognize the importance of ethics in leadership.
- Analyze the Educators Code of Ethics and district policies to decipher what principles, values, morals, ethics they promote
- Make connections in regard to decision making and ethics
- Consider leadership ethics in regard to business and education

- **Week 3:** Understand the relationship of how personal and professional ethics fit in to organizational ethics.
- Identify and promote laws, policies, procedures that align with high expectations of conduct and decision-making.
- Examine and reflect upon the *Principle-centered leadership (PCL) paradigm.*

- **Week 4:** Consider the role of the principal in advocating for children
- Recognize the need to manage a school in a way that advocates for children
- Recognize the competing values that exist in school management
- Practice ethical decision-making in advocating for children by using a case study/in-basket exercise

Module 6 – Communication

- **Week 1:** Identify the overall topics and stakeholders related to communications and school-community relations.
- Determine public opinion about the nation's schools from a review of recent national polls.
- Identify your communications goals and develop a profile of your school.

- **Week 2:** Understand the importance of establishing and maintaining positive relationships with stakeholders.
- Identify barriers to effective communication and determine how to reduce the most common barriers.
- Understand the importance of effective internal communications with teachers and students.

- **Week 3:** Identify the members of your external public.
- Establish, as a school leader, personal goals related to communicating with your external public, and design communications tools to enhance effectiveness in this arena.
- Explain how to, and why it is important to, develop proactive relationships with the media, and demonstrate how to form a response to the media that addresses a local issue.
- Demonstrate what valuable information can be shared through the media.

- **Week 4:** Identify the different types of readers
- Explain how we can better use current technologies to communicate effectively.
- Understand how we can make face-to-face conversations more effective and comfortable.

- **Week 5:** Assess the quality of your crisis management plan.
- Identify major points for consideration in a time of crisis.
- Plan a positive open house.
- Use parent-teacher conferences to increase positive school and community relations.

- **Week 6:** Decipher the underlying structure of crucial conversations.
- Interpret the significance of what is said and what is not said.
- Identify the erroneous but deeply ingrained assumptions that keep you stuck.
- Manage strong emotions – yours and other people's emotions.
- Spot ways your self-image affects the conversation – and ways the conversation affects your self image.

Module 7 – Leading Groups, Change and Decision-Making

- **Week 1:** Examine the characteristics, skills, and roles of facilitators
- Explore techniques to ensure productive team meetings
- Examine strategies for resolving conflict

- **Week 2:** Understand what makes an effective team.
- Recognize the importance of teamwork.
- Demonstrate how to plan an effective team meeting.
- Identify strategies for building relationships and team trust.
- Explore the stages of team development.
- Appreciate the need to balance the needs of the task, the team, and the individual.

- **Week 3:** Understand terms related to the change process
- Examine the change process
- Explore techniques to ensure meaningful change
- Examine assumptions about change

- **Week 4:** Learn more about the change process
- Examine strategies to transform organizations and systems
- Describe the development of campus culture through the establishment of high expectations and valuing learning
- Explore celebration as a tool for building campus culture and collegiality
- Appreciate the role of research in the school improvement process
- Discuss the role of the principal as an instructional leader
- Discuss the role of accountability in the school improvement process
- Explain how school leaders use formative and summative data to develop and revise the campus curriculum and campus improvement plan

- **Week 5:** Understand terms related to the decision making process
- Examine the importance of including multiple voices
- Describe decision-making processes and models
- Explain the role of effective communication in a school setting

- **Week 6:** Understand the current state and federal requirements

- Serve as a resource to your campus in ways to implement and maintain effective campus planning and decision making
- Describe the roles of campus-level committees
- Understand how to integrate planning and decision making

Module 8 – Resource Management

- **Week 1:** Analyze student demographic and achievement data to compile a needs assessment
- Develop campus goals and strategies for a campus plan
- Allocate resources to fund campus plan strategies

- **Week 2:** Identify the local, state, and federal resources that support district/campus budgets
- Realize the impact of student attendance on state funding formulas
- Allocate resources for identified campus needs
- Understand the state-developed accounting system

- **Week 3:** Recognize the importance of purchasing policies and procedures
- Understand the difference between student and campus activity accounts

- **Week 4:** Become familiar with federal grant guidelines
- Understand the application guidelines for federal grants
- Create a budget for a federal grant that correlates to a grant application
- Acquire, assign, and manage staff resources funded with federal grants

- **Week 5:** Allocate staff resources based on campus goals and objectives
- Budget for staff resources according to their job assignment(s)
- Manage staff resources as required by local policies, state and federal laws

- **Week 6:** Realize the importance of monitoring the campus budget throughout the fiscal year
- Understand and utilize expenditure reports to amend the budget as necessary
- Learn about state guidelines regarding special program allocations

Module 9 – Managing Facilities and School Safety

- **Week 1:** Become familiar with the basic operations of an educational facility.
- Value the importance of knowing your facility in-and-out, up-and-down.
- Understand the important roles your staff members play, including your auxiliary staff.
- Appreciate the team effort that must be developed in order to have a smooth operating, safe educational environment.

- **Week 2:** Implement steps that will help you maintain a safe campus.
- Develop a crisis management plan tailored to your campus.
- Conduct a safety audit on your facility to identify vulnerabilities and strengths.

- **Week 3:** Collect and review campus discipline statistics.
- Use the review and statistics to identify areas on your campus that need more supervision.
- Use the review and statistics to identify staff development focuses.
- Use the statistics to identify students requiring interventions.
- Implement procedures that will assist you in improving student attendance
- Develop partnerships and improve communication with juvenile agencies in order to assist students to improve their daily attendance and their chances for educational success.

- **Week 4:** Obtain a basic working knowledge of programs that ensure the safe and proper management of your campus.
- Ensure the documents you are required to maintain are up to date and available, as required.

INSTRUCTIONAL COACHING PROTOCOLS

Instructional Coaching Protocols:

There are three field supervisors for the PACA program. They all attended the state required Field Supervisor Training in August 2017 at ESC Region 19. We conduct two site visits during the first semester and one during the second semester. (Extenuating circumstances may require additional visits.) Each of the field supervisors is assigned specific districts within the Region 19 area.

The field supervisors arrange the meeting dates and times with the participants, usually meeting with them during their conference period. We provide Site Visit forms in triplicate which are completed during the visit. Prior to the visit, the field supervisor contacts the participant, usually through email, to discuss the focus of the visit, asks pertinent questions regarding their progress in their internship and find out if there are other issues the participant would like to discuss at the visit.

As an example, this is the set of questions for the first visit in the fall:
1. Which standard(s) did you focus on during the past three weeks or so?
2. How would you describe the impact of these activities on the role of a school principal in regard to student achievement?
3. What parts, if any, regarding the activities completed in the past three weeks, are not clear?
4. If applicable, what could a principal use to evaluate the outcome of any given activity you completed?
5. How does this relate/connect to your goals?
6. What activities do you plan to work on next?
7. What details will you need to consider?

The participant responds to the questions (usually via email) and the field supervisor uses that as the material for the site visit.

At the end of the visit, the participant signs the form and receives a copy. The field supervisor then meets with the participant's mentor and also provides him/her with a copy.

EVALUATION PROCESS AND METRICS

Principal Alternative Certification Academy

Completion Requirements

Credit for Completion of the online module will be based on:
· Attendance at the opening and closing meetings
· Completion of all classroom observations and observation worksheets based on module content
· Participation in the online *Conference Board*
· Portfolio development of activities, articles, and discussions

Online Discussion Rubric

	Exceeds Expectations	Meets Expectations	Below Expectations	No Credit
Initial Response to Prompt	Detailed response to topic integrating personal experience Integrates and extends key information from module and readings	Integrates key ideas from module content and personal experiences	Demonstrates little or no understanding of key concepts integrates few or no key ideas	No posting
Continuation/ Extension of Discussion	Extension of discussion thread adding dimension and perspective Poses a probing question that encourages others to continue the discussion Offers a resource outside of course material as support for ideas	Response offers extension of key ideas adding depth and complexity or different perspectives	Response to another participant does not add information, extend ideas, or offer different perspectives	Posting with simple text such as "I completely agree" with no additional information/ extension of ideas

Observation/ Reflection Rubric

	Meets Expectations	**Below Expectations**	**No Credit**
Observation	Descriptions of student and teacher activities are non-judgmental and based on observable activities only – "Teacher greeted students as they entered the room" Content and instructional strategy described Details of the classroom environment are described Time/date/class/grade level are included	Descriptions are written in judgmental terms – "Teacher obviously likes this group of students" Content and instructional strategy are unclear No description of classroom environment Time/date/class/grade level unclear	No observation completed
Worksheet Reflection & Probing Question	Reflection of observation connects to key ideas and essential understandings of the module Poses questions for further investigation	Reflection makes no connection to current module material	No worksheet reflection completed/ submitted

Portfolio
You are responsible for developing your own portfolio of learning. The portfolio is for your use as you progress through the principal certification program. Some things to consider including are:

· Articles of interest
· Links to online resources
· Copies of discussion postings that you find particularly relevant
· Activities and observations and well as your reflections
· Practice TExES study questions
· SBEC competencies for the Principal Certification

REQUIRED TEXTBOOKS

Required Textbooks:

- *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* (Marzano)

- *Understanding by Design* (Wiggins)

- *The Principal as Curriculum Leader: Shaping What Is Taught and Tested* (Glatthorn)

- *The Skillful Leader: Confronting Mediocre Teaching* (Platt)

- *The Documentation Handbook* (Kemerer)

- *Shaping School Culture: Pitfalls, Paradoxes and Promises* (Deal)

- *Lead Right* (Ventura)

- *Crucial Conversations: Tools for Talking When Stakes Are High* (Patterson)

- *The Seven Habits of Highly Effective People: Powerful Lessons in Personal Change* (Covey)

- *The Principal's Guide to School Budgeting* (Sorenson)

There are also several readings and online sites in each of the nine modules that make up the program.

TOOLS TO IDENTIFY HIGHEST LEVERAGE ACTION STEPS

Tools to Identify Action Steps:

Participants turn in monthly logs regarding their internship hours. The form they use requires their name, reporting month, date of each activity, location where activity occurred, district, time activity started and ended, grade level of the activity, principal standard which the activity addresses and a description of the activity. This form is signed by the participant and the participant's mentor.

Each month they are also required to complete an Activity Reflection Form regarding one of the activities they completed that month. The form asks for the date, time and location of the activity and the names of the other people involved, They then list the principal standard the activity addresses and they describe the activity. They are then asked to respond to, "What were your impressions? What does it mean to you as an administrator?"

Field supervisors receive copies of the monthly logs and reflection forms to use as part of their site visits.

Process to Conduct Feedback

Process to Conduct Feedback:

At the beginning of the PACA program, the participants identify their mentors. A lengthy list of activities, grouped by Principal Standards, is provided for the participants and, at a meeting with their mentor, the two of them decide on the activities to be completed throughout the year. Participants and mentors are free to add activities that might be specific to that campus. Field supervisors also have copies of the Practicum Activity Menu that each participant has turned in. Feedback is provided at each of the three site visits based on the set of questions the participants were asked to respond to, the progress on the Practicum Activity Menu and the Activity Reflection Forms.